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AUTHOR	Kelly, Eileen; And Others
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ABSTRACT

This paper discusses the development of a criterion-referenced assessment measure for both written English and American Sign Language (ASL) that can be used with deaf elementary through secondary students. The measure is presented as well as the results of a trial use. Developed by the Cleary School for the Deaf, the Cleary Language Assessment (CLA) uses non-verbal stimuli, such as silent films, to gather written and signed samples (which are videotaped). These samples are analyzed both objectively and subjectively. The objective analysis measures seven components of the English language (punctuation, grammar, capitalization, vocabulary, sentences, paragraphs, and word usage), while the subjective analysis measures the organizational cohesiveness of written language. The ASL component of the measure consists of a checklist of ASL skills. The scores of 32 elementary and high school students who took the CLA during the 1990-91 academic year are appended, along with a discussion of the validity of the measure. (MDM)

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ED 373 541

MEASURING ASL AND WRITTEN ENGLISH DEVELOPMENT OF DEAF STUDENTS

Cleary School for the Deaf,
Nesconset, New York

TESOL 1994
Baltimore, Maryland
March 10,1994

Authors: Eileen Kelly, Lisa Bloechle, Barbara Esp, Ann Van Hove, Mark Ingrassia, Kenneth Morseon

Presenter: Barbara Esp

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DRAFT

ASSESSING WRITTEN ENGLISH AND ASL

SUMMARY

In October of 1990, Cleary School for the Deaf began the development of assessment devices for both written English and Signed Communication. By signed communication we are referring to American Sign Language (we realize most of our students are not fluent in ASL, so we have initiated classes in ASL for students and the school itself has committed itself to becoming a Bi-Lingual School). These assessment devices are intended to measure the development of writing skills and the usage of ASL in the Elementary and High School programs.

The premise for the development of assessment devices is that there is a general lack of standardized testing materials that measure the development of writing skills for students who are deaf. Also, standardized tests in general have failed to accurately demonstrate the growth of our students. Therefore, the tests developed at Cleary are criterion referenced in nature and are designed to provide a long term profile of each student's development.

It is felt that the stimulus for gathering a writing/signed sample should not be language bound. The stimuli used are non-verbal videotapes. Examples of appropriate materials that have been gathered include "The Red Balloon", "The Bear", and an assortment of silent movies. After each presentation (which occurs twice a year), written and signed samples (which are videotaped) are collected from each student. These are analyzed both objectively and subjectively. The objective analysis measures six distinctive components of the English language. The subjective analysis measures the organizational cohesiveness of written language. Both of these analyses provide a multiple measurement of academic growth and also a diagnostic prescription for teachers.

Two samples were initially gathered. The first was a trial with a small group (10) to determine the most appropriate methods and time frames for gathering future samples. The second was administered in January 1991 to elementary students and several High School students (total number 32). The writing samples were scored by two persons working individually. A psychometric analysis verified that the results were reliable. The ASL samples were evaluated by native ASL signers and other persons knowledgeable in the linguistics of ASL.

The developers of these assessment devices are: S. Eileen Kelly, Principal, Lisa Bloechle, Speech Coordinator, Barbara Esp, Educational Evaluator, Ann Van Hove, Educational Assistant in the High School, Mark Ingrassia, Media Instructor/Teacher and Kenneth Morseon, Supervisor of the Elementary program.

THE CLEARY LANGUAGE ASSESSMENT INSTRUMENT

Cleary School for the Deaf
Nesconset, New York 11767-2077

SUMMARY

The Cleary School for the Deaf has developed a criterion-referenced instrument to monitor student progress in sign language and written English. The test is designed to be administered twice per year to students in the primary grades through high school. At each test administration, students are shown a videotape which utilizes few, if any, words (i.e. Charlie Chaplin, Stan Laurel, etc.). The approximate length of each video ranges from 15 to 40 minutes. Following the viewing of the videotapes, students are asked to write a story about the videotape, and at a separate time, tell a story about the film in sign language. Students are video-taped during the sign language segment. Numerous films from VIDEO YESTERYEAR were reviewed for inclusion in the project. Criteria for selection included general appeal to a student audience, lack of voice, and length of film.

The Cleary Language Assessment (Sign Language and Written English subtests) is a tool for program planning. As a measure of sign language and written English skills, it may be used to determine the specific skills a student has mastered or needs to master in an academic environment. As a tool for program planning, the instrument may be used to determine instructional needs, develop individualized objectives, and monitor the progress of learners toward achieving instructional goals.

The test may be used as a measure when the following set of outcomes is desired:

(1) A criterion-referenced assessment of a learner's performance across various instructional domains and a wide range of specific skills.

(2) A source of information from which to develop individualized instruction.

(3) A method for monitoring the progress of students toward achieving instrumental goals.

WRITTEN ENGLISH

The test comprises objective and subjective sections. The objective part measures seven distinct components of the English language: Punctuation, Grammar, Capitalization, Vocabulary, Sentences, Paragraphs, and Word Usage. Each section is then delineated into individual skills that are expected to be mastered by students in grades one through eight. If a skill is represented in a student's story (i.e. capitalizing proper names), it will be rated on a three column check

story in terms of developing a topic, plan of organization, developing ideas, sentence variety, use of language and mechanics. This provides an overall evaluation of the students' written language. A copy of this form is attached.

The skills included in the objective part were adapted from the Cleary School English Curriculum and the "Scope and Sequence of Skills in Written Composition", as presented in Hamill, D.D. & Poplin, M. "Problems in Written Composition". In D.D. Hammill & N.R. Bartel (Eds) TEACHING CHILDREN WITH LEARNING AND BEHAVIOR PROBLEMS. Boston: Allyn & Bacon, 1978, 1981. The subjective component was adapted from the rating scale used for the New York State Pupil Evaluation Program tests.

The procedures used to construct this instrument fall into the categories of item analysis, validity and reliability.

ITEM ANALYSIS

After members of the project committee reviewed the school English curriculum and research in deaf/special education, the domains to be included on the test were critically conceptualized. Following the review and critique of educational practitioners, the preliminary conceptual design was edited, revised and refined. Attachment # 2 contain test results that were used to make decisions for item revision.

The individual items were selected and written by project members. The project team then edited and ordered the items by perceived difficulty. These items and ordered sequences were independently reviewed and critiqued by a panel of educators. Based upon this review, items were again revised and edited. Another editing phase took place during the summer of 1993 and the following items were either modified, added or deleted:

Punctuation

2. Period after number in any kind of list
8. Comma after salutation and closing
10. Comma between the name of the city and state
19. Colon to set off a list
20. Hyphens separating words divided at the end of a line

Grammar

2. Uses noun/verb pairs in sentences
20. Uses adverbial phrases
24. Verbs that conjugate
26. Uses plural forms of nouns

Capitalization

2. The child's first and last name
5. Proper names (persons, places, things)
11. Names of cities and states
13. Names of streets

Vocabulary

2. Selecting words for effectiveness
3. Selecting words for appropriateness
4. Selecting words for clarification
11. Avoids repetition of words/phrases

Word Usage

1. Correct use of a/an, may/can, teach/learn
2. Correct use of there is and there are, any and no
3. Correct use of let and leave, don't and doesn't and would have been
4. Use of she, he, I and they as subjects
5. Correct use of bring and take

VALIDITY

In the Standards of Educational and Psychological Tests (AERA-APA-NOME, 1985), validity refers to the appropriateness, meaningfulness, and usefulness of the specific inferences made from the test scores. Establishing validity evidence remains a cumulative process with a high degree of personal inference. Because the validity of a tests' results is relative and dependent on the purpose for which the test will be used, a variety of validity evidence has been accumulated.

Although some psychometricians define content validity according to the test, Gronlund (1990) and others stress the responses of the individual (Lennon, 1956). Mehrens and Lehman (1987) suggest that "content validity is related to how adequately the content of, and responses to, the test samples the domain about which inferences are to be made" (p. 76). Content validity evidence should address questions related to item selection and response format, item difficulty, extent of sampling, choice of format, and item discrimination. To insure that the Written English component would have adequate content validity, special care was taken to select items that were representative of the subject matter being assessed to confirm content validity. Each item included in the current version of the instrument was extensively reviewed for consensus be a team of teachers and administrators. Each skill (item) was reviewed for importance as a skill in Written English and to the extent to which instructional objective activities and evaluation procedures could be developed.

Item analysis refers to the methods used to identify the best items within a pool of potential items. In the case of the CLASS, the final items were given to a sample of 32 children aged 7 to 21. Each item was analyzed regarding two characteristics--discriminating power and difficulty.

The discriminating power (index) of each item was determined by using the point biserial correlation technique, in which each item is correlated with the total score of the overall CLASS and each subtest. Item-test point biserial correlation indicates whether an item discriminates between those students who do well and those who do poorly

on the test as a whole.

The use of this method to select items ensures the interval consistency of the test. There are few guidelines for selecting items on the basis of item discrimination. While it is accepted that item-test coefficients should be statistically significant, there is little agreement as to how large they should be. Therefore, the conventions governing the interpretation of validity coefficients were applied to the interpretation of discriminating powers. Thus a conservative .3 coefficient was established for an item (Anastasi, 1982, p. 166).

Item difficulty is defined as the proportion of examinees who get that item correct. An item with a difficulty of .3 is more difficult than an item with a difficulty of 8, because fewer examinees responded correctly to the former item (Anastasi (1982) and suggest that it is best to choose items that range in difficulty between .3 and .7, average .5, and have a relatively large dispersion.

These criteria were followed in the development of the CLASS. Some deviation was necessary. For the most part, item-test discrimination coefficients conformed to the range of .3 through .8. In a test such as the CLASS, in which items are administered to children of widely disparated ages, however, it is necessary to include items that are both very easy and very difficult at specific age levels. This allows for easy items in the lower age ranges and more difficult items at the upper age ranges. Thus, some items below 15% and above 85% were retained.

RELIABILITY

The reliability of a test is a measure of the degree of confidence an examiner can have in the test's results. Low reliability denoted that the test results may be attributable to chance rather than to real, child-centered differences in the skills measured.

Content sampling pertains to the degree of homogeneity among total test and component items (i.e.. the congruency of the items). Tests and subtests are usually designed to measure a particular content. A test is more homogeneous (or internally consistent) when the items are highly related. Homogeneous item content reduced the error variance. Unrelated test items increase the amount of error due to inadequate content sampling.

The homogeneity of test items (referred to here as the internal reliability of the items) was investigated using Cronbach's (1951) coefficient alpha which is used to examine "pass" or "fail" items. Coefficient alphas were computed. The standard errors of measurement (SEM = SD) associated with the coefficient alphas were also computed. The data indicate that the CLASS has sufficient internal consistency to be used to make educational decisions about children.

The usefulness of the written language and signed communication tests is measurement of academic growth over time and diagnostic prescription. Evaluating a student against him/herself instead of a peer group (criterion vs norm referenced testing) with a series of measures

over time may provide a more accurate picture of academic progress of students who are deaf. As a diagnostic tool, we have the capability of determining at each test administration the strengths and weaknesses of each student which then may be directly written into the Individualized Education Plan. Students would be assessed for progress toward mastery as well as for minimal competency. In fact, during the 1992-93 academic year teachers were provided with several strengths and weaknesses of each student tested. This preceeded documentation for the IEP as well as information for inclusion in the current classroom instruction. Students would be assessed for progress toward mastery as well as for minimal competency.

SIGNED COMMUNICATION

The sign language component of this instrument was developed as a checklist of American Sign Language skills. Several members of the committee who are knowledgeable of ASL reviewed books and constructed the following instrument.

The Project Committee was very fortunate to obtain the services of Alan Champion, George Pehlgrim and Mary Altuna to evaluate each student's videotape. Not only was each videotape analyzed but narratives on each student's performance were also provided by these evaluators.

SIGN CHOICE/SIGN PRODUCTION

	1	2	3	NA*
1. Uses eye gaze to enhance description of characters clarity and fluidity.				
2. Appropriately uses fingerspelling.				
3. Appropriate use of ASL lexicon.				
4. Employs lists and appropriate hand shapes to identify and refer to to multiple characters, settings, events.				
5. Uses classifiers and appropriate movements.				
6. Modifies signs/uses appropriate location to enhance description.				

7. Incorporates numbers into description (eg., one week, 3 months)

ASL SYNTAX

1. Uses facial expressions appropriately.
2. Incorporates mime/gestures into signed expressions.
3. Uses referents appropriately.
4. Uses signing space appropriately.
5. Use of acceptable/appropriate ASL sign order.
6. Uses eye gaze appropriately.
7. Uses ASL lexicon appropriately.
8. Uses loan signs appropriately.
9. Uses fingerspelling appropriately.
10. Uses classifiers appropriately.
11. Uses mouth movements appropriately.
12. Uses inflectional morphology appropriately.

13. Uses distributional aspect appropriately.

14. Uses temporal aspects appropriately.

15. Uses conversational regulators appropriately.

16. Uses attention getting behaviors appropriately.

17. Message clear and understandable.

Key

* 1. Skill is Consistently Evident
2. Skill is Consistent
3. Skill is Not Evident
NA Not Applicable (skill would not be used)

ATTACHMENT #2

WINTER TESTING # 1
1990-91 Academic Year

N = 32
Elementary 25
High School 7

WRITTEN ENGLISH

Student # 1

Category	1	2	3	NA*
Punctuation	0	0	0	22
Vocabulary	0	0	4	7
Grammar	0	1	1	13
Capitalization	0	3	5	14
Sentences	0	0	5	3
Paragraphs	0	0	6	0
Word Usage	0	0	1	19
Total	0	4	22	78

Student # 2

Punctuation	0	0	1	21
Vocabulary	0	0	5	6
Grammar	0	6	5	11
Capitalization	1	1	2	11
Sentences	0	0	3	5
Paragraphs	0	1	5	0
Word Usage	0	0	3	17
Total	1	8	24	71

Student # 3

Punctuation	0	4	2	15
Vocabulary	3	1	2	6
Grammar	3	4	4	10
Capitalization	2	1	0	12
Sentences	0	6	1	1
Paragraphs	1	3	2	0
Word Usage	0	4	3	13
Total	9	23	14	57

Student # 4

Punctuation	0	1	0	21
Vocabulary	0	1	0	10
Grammar	3	2	0	20
Capitalization	1	1	0	11
Sentences	1	1	2	4
Paragraphs	0	0	0	7
Word Usuage				
Total	0	0	0	5

Student # 5

Punctuation	0	0	4	17
Vocabulary	0	1	0	10
Grammar	4	5	2	14
Capitalization	1	0	2	10
Sentences	1	1	2	4
Paragraphs	0	0	0	7
Word Usage	0	0	0	5
Total	6	7	10	67

Student # 6

Punctuation	1	0	0	21
Vocabulary	0	0	0	11
Grammar	2	3	0	20
Capitalization	2	0	0	11
Sentences	1	0	3	4
Paragraphs	0	0	0	7
Word Usage	0	0	0	5
Total	6	3	3	79

Student # 7

Punctuation	2	0	3	17
Vocabulary	0	2	0	9
Grammar	5	6	0	14
Capitalization	2	0	1	10
Sentences	1	6	0	1
Paragraphs	0	0	0	7
Word Usage	0	2	0	4
Total	10	15	12	63

Student # 8

Punctuation	0	0	1	21
Vocabulary	0	1	0	10
Grammar	4	0	1	20
Capitalization	2	0	0	9
Sentences	1	0	3	4
Paragraphs	0	0	0	7
Word Usage	0	0	0	5
Total	7	1	5	76

Student # 9

Punctuation	0	1	0	21
Vocabulary	0	1	0	10
Grammar	6	1	1	17
Capitalization	3	0	0	10
Sentences	1	1	2	4
Paragraphs	0	0	0	7
Word Usage	1	0	0	4
Total	11	4	3	73

Student # 10

Punctuation	1	0	0	21
Vocabulary	0	1	0	10
Grammar	3	3	2	7
Capitalization	1	1	0	11
Sentences	1	1	2	4
Paragraphs	0	0	0	7
Word Usage	0	0	0	5
Total	6	6	4	65

Student # 11

Punctuation	1	0	0	21
Vocabulary	0	1	0	10
Grammar	5	2	1	17
Capitalization	3	0	0	10
Sentences	1	3	0	4
Paragraphs	0	0	0	7
Word Usage	1	0	0	4
Total	11	6	1	73

Student # 12

Punctuation	2	1	3	16
Vocabulary	0	1	0	10
Grammar	7	3	0	15
Capitalization	1	0	2	10
Sentences	1	6	0	1
Paragraphs	0	0	0	7
Word Usage	0	0	1	4
Total	11	11	6	63

Student # 13

Punctuation	3	2	1	16
Vocabulary	2	1	0	8
Grammar	12	1	0	12
Capitalization	3	0	0	10
Sentences	7	0	0	1
Paragraphs	0	0	0	7
Word Usage	1	0	0	4
Total	21	4	1	58

Student # 14

Punctuation	0	1	0	21
Vocabulary	0	6	3	16
Grammar	3	0	0	10
Capitalization	0	1	3	4
Sentences	0	0	0	7
Paragraphs	0	0	0	5
Word Usage	3	8	6	63
Total				

Student # 15

Punctuation	5	1	1	15
Vocabulary	3	0	1	7
Grammar	11	2	0	12
Capitalization	3	0	1	9
Sentences	6	0	0	2
Paragraphs	0	5	1	1
Word Usage	1	0	1	3
Total	29	8	5	49

Student # 16

Punctuation	6	0	1	15
Vocabulary	0	2	0	9
Grammar	8	5	0	12
Capitalization	1	1	0	11
Sentences	3	0	0	1
Paragraphs	1	0	0	6
Word Usage	0	1	0	4
Total	19	13	1	58

Student # 17

Punctuation	2	0	2	17
Vocabulary	1	1	0	9
Grammar	12	2	0	11
Capitalization	3	0	0	10
Sentences	4	2	0	2
Paragraphs	0	0	0	7
Word Usage	1	0	0	4
Total	23	5	2	60

Student # 18

Punctuation	0	2	4	16
Vocabulary	0	1	0	10
Grammar	7	3	1	14
Capitalization	2	0	1	10
Sentences	3	3	1	1
Paragraphs	0	0	0	7
Word Usage	0	1	0	4
Total	12	10	7	52

Student # 19

Punctuation	2	1	1	18
Vocabulary	0	1	0	10
Grammar	4	5	1	15
Capitalization	1	1	0	11
Sentences	2	3	0	3
Paragraphs	1	0	0	6
Word Usage	0	1	0	4
Total	10	12	2	56

Student # 20

Punctuation	1	1	4	16
Vocabulary	0	1	0	10
Grammar	6	6	0	13
Capitalization	1	0	0	12
Sentences	2	4	1	1
Paragraphs	1	0	0	6
Word Usage	0	0	0	5
Total	11	12	5	63

Student # 21

Punctuation	1	1	0	20
Vocabulary	1	1	0	9
Grammar	13	0	0	12
Capitalization	2	0	0	11
Sentences	3	2	0	3
Paragraphs	1	0	0	6
Word Usage	1	0	0	4
Total	22	4	0	31

Student # 22

Punctuation	0	1	0	21
Vocabulary	0	0	1	10
Grammar	2	1	0	19
Capitalization	0	1	0	14
Sentences	0	0	1	7
Paragraphs	0	1	5	0
Word Usage	0	1	1	18
Total	2	5	8	89

Student # 23

Punctuation	6	0	0	16
Vocabulary	1	2	0	8
Grammar	15	0	0	10
Capitalization	3	0	0	10
Sentences	6	1	0	1
Paragraphs	4	2	0	1
Word Usage	1	0	0	4
Total	36	5	0	50

Student # 24

Punctuation	0	1	1	20
Vocabulary	0	1	0	10
Grammar	8	4	0	13
Capitalization	2	0	1	10
Sentences	1	3	1	3
Paragraphs	4	0	2	1
Word Usage	1	0	0	4
Total	16	9	5	61

Student # 25

Punctuation	1	0	1	20
Vocabulary	0	1	5	5
Grammar	1	7	3	11
Capitalization	1	0	0	14
Sentences	1	0	5	2
Paragraphs	3	0	1	2
Word Usage	0	3	4	13
Total	7	11	16	67

Student # 26

Punctuation	1	1	0	20
Vocabulary	0	0	4	7
Grammar	1	3	8	11
Capitalization	2	0	0	13
Sentences	1	0	6	1
Phrases	0	0	6	0
Word Usage	0	1	1	18
Total	5	4	25	70

Student # 27

Punctuation	1	0	1	20
Vocabulary	0	1	4	6
Grammar	0	9	5	8
Capitlization	1	1	0	13
Sentences	1	4	2	1
Phrases	0	0	2	3
Word Usage	0	1	4	15
Total	3	16	18	66

Student # 28

Punctuation	2	2	4	14
Vocabulary	0	3	6	2
Grammar	0	10	10	2
Capitalization	4	1	0	11
Sentences	1	6	1	0
Phrases	0	0	5	1
Word Usage	1	3	2	15
Total	8	25	28	45

Student # 29

Punctuation	1	1	0	19
Vocabulary	0	2	6	4
Grammar	4	0	6	12
Capitalization	0	2	0	13
Sentences	2	1	3	2
Phrases	2	1	3	0
Word Usage	9	7	18	20
Total	18	14	36	100

Student # 30

Punctuation	1	2	0	19
Vocabulary	0	4	0	7
Grammar	4	4	3	11
Capitalization	3	1	0	11
Sentences	1	5	1	1
Phrases	2	2	2	0
Word Usage	0	2	4	14
Total	11	20	10	63

Student # 31

Punctuation	1	1	4	16
Vocabulary	0	1	0	10
Grammar	2	7	2	14
Capitalization	2	0	2	9
Sentences	2	1	2	3
Paragraphs	0	0	0	7
Word Usage	0	0	0	5
Total	8	10	10	49

Student # 32

Punctuation	3	1	0	18
Vocabulary	0	4	0	7
Grammar	5	8	0	12
Capitalization	2	1	0	10
Sentences	3	4	0	1
Paragraphs	0	0	0	7
Word Usage	0	1	0	4
Total	13	19	0	59

* Key

1. Skill Consistently Evident
2. Skill Inconsistently Evident
3. Skill Not Evident
4. Not applicable in this Sample

PUNCTUATION

KEY

1 Skill consistently evident
2 Skill inconsistently evident
3 Skill not evident
NA Not applicable in this sample

	1	2	3	NA
1. Period at the end of a sentence.				
2. Period after abbreviations.				
3. Period after an initial.				
4. Period following a command.				
5. Question mark at the end of a question.				
6. Use of an exclamation point.				
7. Comma between the day of the month and the year.				
8. Comma in a list.				
9. Comma between explanatory word and a quotation.				
10. Commas in sentences to aid in making meaning clear.				
11. Use of an apostrophe in common contractions.				
12. Apostrophes to show possession.				
13. Quotation marks before and after a direct quotation.				
14. Quotation marks around the title of a booklet,poem, etc.				
15. Colon in writing time.				
16. Hyphen in compound words.				
17. Underlining the title of a book.				

GRAMMAR

	1	2	3	NA
1. Uses nouns in sentences.				
2. Uses verbs in sentences				
3. Uses proper nouns in sentences.				
4. Uses nouns as a direct object.				
5. Uses nouns as an indirect object.				
6. Uses abstract nouns.				
7. Uses pronouns.				
8. Uses regular past tense forms.				
9. Uses irregular past tense forms.				
10. Uses past tense of helping verbs.				
11. Uses adverbs to modify verbs.				
13. Uses prepositions.				
14. Uses prepositional phrases.				
15. Uses descriptive adjectives in phrases.				
16. Uses numbers as adjectives.				
17. Uses ordinal adjectives (first,fifth .....)				
18. Uses comparative forms of adjectives.				
19. Uses adverbs (telling how,when and where)				
20. Uses the word "and" or " or" to connect thoughts				
21. Uses subordinate conjunctions.				
22. Subject/ Verb agreement				
23. Transitive and Intransitive verbs				
24. Uses plural forms of nouns.				

CAPITIALIZATION

	1	2	3	NA
1. The first word of a sentence.				
2 The word "I" .				
3. First and important words of titles.				
4. Proper names.(Persons,Places or Things)				
5. Titles (Mr. Mrs. Dr. Ms. ...)				
6. Months, Dates, Holidays.				
7. First word in a line of verse.				
8. First word of a salutation and closing.				
9. Names of organizations (i.e. Boy Scouts).				
10. Mother,Father when used instead of a name.				

VOCABULARY

1. Choosing words that describe accurately.				
2. Avoiding repitition of words and phrases				
3. Editing a paragraph to improve choice of words.				
4. Uses synonyms.				
5. Uses antonyms.				
6. Uses prefixes and suffixes.				
7. Uses contractions,.				
8. Uses idiomatic language.				
9. Uses common colloquial expressions.				

SENTENCES

	1	2	3	NA
1. Uses sentences as statements.				
2. Uses sentences as questions.				
3. Uses exclamatory sentences.				
4. Uses command sentences.				
5. Sentences are complete (not run-on or choppy)				
6. Uses a variety of sentences.				
7. Uses complex sentences.				
8. Ideas are presented clearly.				

PARAGRAPHS

1. Uses paragraphs.				
2. First word of the paragraph is indented.				
3. Paragraph includes a topical sentence.				
4. Paragraph has at least three sentences.				
5. Paragraph has a summary sentence.				
6. Paragraph can stand by itself as a thought unit.				
7. Alterntive forms of paragraphs are evident.				

SAMPLE SENTENCES

CORRECT USE OF VERB TENSE:

INCORRECT USE OF VERB TENSE:

CORRECT USE OF SUBJECT VERB AGREEMENT:

INCORRECT USE OF SUBJECT/VERB AGREEMENT:

CORRECT USE OF PROMOMINALIZATION:

INCORRECT USE OF PRONOMILIZATION:

CRITERIA FOR RATING STUDENT WRITTEN RESPONSES

LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Develops the assigned topics in an interesting ann imaginative way.			
Demonstrates a logical plan of organization and coherence in the development of ideas.	Develops the assigned topic using an acceptable plan of organization.	Attempts to develop the assigned topic but demonstrates weakness in organization and nay include digressions.	Minimally addresses the assigned topic but lacks a plan of organization.
Develops ideas fully through the use of support materials that are relevant.	Demonstrates satisfactory development of ideas through the use of adequate support materials.	Demonstrates weakness in the development of ideas with little use of support material.	Does not use support materials in the development of ideas or uses irrelevant materials.
Shows skillful use of sentence variety.	Uses some sentence variety.	Demonstrates sentence sense but has little sentence variety.	Demonstrates a lack of sentence structure.
Uses specific, vivid language.	Uses appropppriate language.	Occasionally uses incorrect or innappropriate language.	Frequently uses innappropriate or incorrect language.
Makes few or no errors in mechanics.	Makes errors in mechanics that do not interfere with communication.	Makes errors in mechanics that interfere with communication.	Makes errors in mechanics that seriously interfere with communication.